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How in-store educational and entertaining events influence shopper satisfaction

While recent years have seen an increased use of educational and entertaining events within the store environment, little seems known about how consumers value such events. This study investigates how the staging of education and entertainment-focused in-store events impacts on consumers' value perceptions, arousal levels and store satisfaction. It is hypothesized that such events have a positive effect on store satisfaction but that their effects are moderated by a shopper's motivational orientation. Findings from a scenario-based experiment among 786 shoppers from two retail categories (hardware and computer stores) provide support for this. The findings show that task-oriented consumers derive more value and satisfaction from an education-focused event than from an entertainment-focused event, while recreation-oriented consumers appreciate either type of event. The study findings imply that providing education themed events is a safer option for retailers than providing entertainment-focused events because education satisfies a wider range of shopper needs. Shoppers overall derive pleasure from entertainment but task-oriented shoppers tend to also see it as a hindrance to the convenience of shopping, with the result that for these shoppers the hosting of entertainment-focused events may result in reduced store satisfaction levels.

Keywords: Retail experience, education, entertainment, motivational orientation.

How in-store educational and entertaining events influence shopper satisfaction

Since Pine and Gilmore (1999) introduced the concept of the experience economy there has been an increased interest in the enhancement of consumers' in-store experiences as a way to engage consumers and differentiate the retail offer. Retailer strategies to enrich the consumer experience have often focused on the in-store design aspects (Turley and Milliman, 2000), however another way in which retailers attempt to enhance the retail experience, and create consumer satisfaction, is by hosting special temporary in-store events (Hede and Kellett 2011; Leischnig, Schwertfeger, and Geigenmueller, 2011a). Such events can range from ordinary and mundane types at one end to extraordinary and spectacular events types at the other. An example of a spectacular in-store event is Niketown (Peñaloza, 1998), which stages temporary entertainment-focused events offering consumers the ability to meet sporting celebrities while the store setting is transformed by relevant imagery and sporting paraphernalia. An example from the more ordinary end of the spectrum is a local Do-It-Yourself (DIY) hardware store holding education-focused events based around teaching particular DIY skills. The question arises how experiences offered by such temporary events add to the attraction of the retail environment and whether they add value to consumers' shopping trips and enhance consumers' store satisfaction levels?

The present paper therefore investigates how in-store events create value for shoppers in retail stores. Contrary to previous work (Borghini et al. 2009; Diamond et al. 2009; Kozinets et al. 2002), we do not study flagship branded or manufacturer-brand owned, but instead focus on conventional retail environments that exist in almost any high street or neighbourhood mall. To understand how events may provide value we adopt the theories of pleasure–arousal (Donovan

and Rossiter 1982) and perceived value (Sweeny and Soutar 2001). Overlaying these two frameworks we distinguish arousal, pleasure (regarded here as synonymous with enjoyment), perceived convenience and perceived risk as four components that will determine the value and satisfaction a shopper derives from the presence of temporary in-store events. We specifically focus on education and entertainment event based experiences. While there is a wide range of possible in-store events, many experiential retail environments share a focus on entertainment and education (Firat and Venkatesh 1993; Kozinets et al. 2002; Peñaloza 1998, Pine and Gilmore 1999; Sands, Oppewal, and Beverland 2009). We define education-focused events as events characterized by the opportunity they create for the consumer to acquire product knowledge, for instance by enabling consumers to utilize, trial or experience a product by getting the product “out of the box” (Baron, Harris, and Harris 2001). In contrast, entertainment-focused events offer action and fun within the store, and create excitement, but they do not necessarily offer specific product related information – some typical examples of entertainment include fashion shows, exhibitions or celebrity appearances (Hede and Kellett 2011; Leischnig, Schwertfeger, and Geigenmueller, 2011a, 2011b; Parsons 2003; Sit, Merrilees, and Birch 2003).

We posit that shopping motivation moderates consumers’ perceived value of education and entertainment-focused events and store satisfaction. This expectation is in line with past research that has shown that whether a consumer’s goal is recreationally (hedonically) or task (utilitarian) oriented moderates how a consumer responds to store environments (Kaltcheva and Weitz 2006). Our study extends this notion by investigating whether the presence and nature of in-store events similarly depend on consumers’ shopping motivational orientation. Specifically, we propose that consumers who are task-oriented will be better served by an education-focused event than by an entertainment-focused event. Education-focused events may directly assist with

the achievement of task-related goals because they can provide relevant product information (Van Kenhove, De Wulf, and Van Waterschoot 1999) while entertainment-focused events may be perceived as a hindrance to achieving these goals because they can distract the shopper from completing the purchase task. In contrast, consumers who are recreation-oriented will be able to equally appreciate entertainment and education-focused events. This is because these consumers derive value from the shopping experience itself (Bellenger and Korgaonkar 1980). The product information provided by an education-focused event can satisfy these consumers' needs for stimulation just as well as the experiences offered by entertainment-focused events (Hirschman and Holbrook 1982).

THEORETICAL BACKGROUND

Consumption Experience and the Retail Setting

Contemporary retail stores are designed to not only sell products, but also to entertain, educate, inspire, tell stories, and provide a form of escapism (Jansson 2002; Kellner 2003; Kozinets et al. 2002; Pine and Gilmore 1999; Wolf 1999). Accordingly, it has been suggested that retailers should consider themselves as hosts, and the retail environment as a theatre or stage for the consumer experience (Baron, Harris, and Harris 2001; Pine and Gilmore 1999; Schmitt 1999). Over the last decade this perspective has gained increasing prominence in the literature and in practice (Borghini et al. 2009; Diamond et al. 2009; Kozinets et al. 2002). However, much of the literature on retail experience has focused on the development of environments that are transformed (often permanently) to reflect a theme, such as the case at American Girl Place (Kozinets et al. 2002) or Toys “R” Us, where \$35 million was invested to make its Times Square New York store “the ultimate toy store that is the personification of every kid’s dream” (Prior

2001, p. 46). Less attention has been paid to how retailers can adopt theme-based events to temporarily enhance the in-store experience.

Pine and Gilmore (1999) provide a useful, albeit operational (Carù and Cova 2003) starting point to consider how service providers may employ different event-types to convey different experiences (their typology offered at least four possible types: aesthetic, education, entertainment, and escapism). While the typology has been commended for its richness and its multifaceted view of the service experience—involving distinct but potentially complementary types of value (Holbrook 2000) applicable across a range of service settings—arguably education and entertainment are the most commonly provided experiences when considering event-types within service settings.

When comparing the role of education and entertainment in retail, arguably, education always has been an important element of retail service, as it is about the provision of product information to consumers. Instead, entertainment has become more prominent only since the early 1980s, which saw developments such as the West Edmonton Mall in Canada with its urban entertainment centre (Kooijman 2002). The use of entertainment in malls and stores has since continued, in the belief that entertainment adds value to the shopping experience. Entertainment features have included amphitheatres, museums, and special attractions such as fashion shows (Parsons 2003; Sit, Merrilees, and Birch 2003). This evolved into the emergence of flagship stores as brand museums (Hollenbeck, Peters, and Zinkhan 2008) that combine entertainment with “an ostensibly education-related mission” (Borghini et al. 2009, p. 364). In the most extreme cases, consumers even pay admission to ‘stores’, purchasing the privilege of learning about the brand, or about product use itself (Hollenbeck, Peters, and Zinkhan 2008). Borghini et

al. (2009) describe the educational and entertaining aspects and components on display at American Girl Place, which includes a theatre and library.

Despite an increased interest in employing education and entertainment within the store environment, and indeed the view that success can result from such activities (Diamond et al. 2009), little seems to be known about how education and entertainment add to the service experience and how these different event-types influence post-visit satisfaction (Alexander and Muhlebach 1992; Parsons 2003).

A Framework for Investigating Retail Experience

A dominant paradigm in the study of retail atmospheric effects on consumers is the Stimulus-Organism-Response (S-O-R) framework, which originates in environmental psychology. As summarised by Turley and Milliman (2000), the S-O-R framework assumes that environments present stimuli (S) that cause changes to a consumer's organismic (or internal) state (O), which in turn cause approach or avoidance responses (R) (Mehrabian and Russell 1974). This framework explains and presents evidence regarding the effects of visual, aural, olfactory, and tactile cues on consumer responses of approach and avoidance. The framework specifies three basic dimensions: pleasure, arousal, and dominance; however, because studies showed limited support for the effects of dominance (Donovan and Rossiter 1982; Donovan et al. 1994), most research that followed focused on pleasure and arousal. Pleasure relates to the degree to which a person feels happy, joyful, or satisfied with an environment, and reflects whether the environment is perceived as enjoyable (Yalch and Spangenberg 2000). For example, playing popular songs should enhance consumers' pleasure, whereas unpopular music might diminish it. Arousal is the degree to which a person feels alert, excited, stimulated or active in a

situation, ranging from sleep to frantic excitement (Mehrabian and Russell 1974), and reflects how the environment stimulates the individual (Yalch and Spangenberg 2000).

While research investigating the effect of environmental stimuli on consumers' behavioral responses has shown broad support for the positive effects of pleasure, Kaltcheva and Weitz's (2006) review reveals the effects of arousal have been less consistent. Kaltcheva and Weitz propose that environments high in arousal are valued only by shoppers who have a recreation-oriented shopping motivation. The authors show that recreation-oriented consumers are more likely than task-oriented consumers to enjoy an exciting (high in arousal) retail environment. Task-oriented consumers derive satisfaction from the outcome of the shopping activity (rather than from the activity itself), "their focus is on efficiently completing the shopping activity and obtaining its outcome with minimum expense of energy" (Kaltcheva and Weitz 2006, p. 109). They also find that task-oriented consumers find exciting retail environments (i.e., those high in arousal) unpleasant, as the shopping activity requires a higher level of effort to complete. Essentially, task-oriented consumers derive satisfaction from task completion (utilitarian value) rather than from the shopping activity itself (hedonic value). Based on this, it is likely that an in-store event high in arousal qualities detracts from the shopping task and hence can similarly result in negative effects for task-oriented shoppers, while these shoppers derive value from events that support task completion.

Consumer Responses to Retail Environment

Perceived value has featured prominently among the many types of consumer reaction to the retail environment studied in the literature (Day and Crask 2000; Holbrook and Corfman 1985; Sweeney and Soutar 2001; Woodruff 1997). What constitutes value is difficult to define

(Holbrook 1994; Woodruff 1997; Zeithaml 1988) but there is consensus that shopping value should account for more than functional utility only (reflecting task-related worth), and include experiential or hedonic (worth found in the shopping experience itself) value components (Babin, Darden, and Griffin 1994; Bellenger and Korgaonkar 1980; Bloch, Sherrell, and Ridgway 1986; Holbrook and Corfman 1985). Enjoyable shopping experiences are often said to reflect different types of hedonic value (e.g., Babin, Darden, and Griffin 1994; Bloch, Ridgway, and Dawson 1994; Falk and Campbell 1997; Holbrook and Hirschman 1982), and are characterized by satisfaction, perceived freedom and entertainment (Babin, Darden, and Griffin 1994; Falk and Campbell 1997; Jones 1999; Sit, Merrilees, and Birch 2003). Enjoyment has been found to positively correlate with the pleasure dimension of Mehrabian and Russell's PAD framework (Ridgway, Dawson, and Bloch 1990).

Perceived value is multi-dimensional and has been operationalized in a variety of ways (Blocker 2011). It is commonly held to comprise multiple components, which may include: perceived shopping enjoyment (Childers et al. 2001), perceived shopping convenience (Berry, Seiders, and Grewal 2002) and perceived shopping risk (Jacoby and Kaplan 1972; Sweeney, Soutar, and Johnson 1999). Enjoyment was discussed above and is deemed synonymous with pleasure in the present context. Shopping convenience and perceived shopping risk both relate to the consumer's need to obtain some functional consequences from their store visit (e.g., obtaining product information or acquiring a product). Convenience has been defined as the "consumers' time and effort perceptions related to buying or using a service" (Berry, Seiders, and Grewal 2002, p. 4). Consumers experience an increase in time deficiency when conducting tasks related to the acquisition and consumption of a service (Zeithaml and Bitner 2000). Thus, convenience can be thought of as adding value for consumers because it decreases the amount of

time and effort a consumer must expend on the service. Consumer perceptions of risk have been widely dealt with in the literature and have been shown to shape all manner of purchase decisions to varying degrees (i.e., Bauer 1960; Bettman 1973; Mitchell 1999). Mitchell (1999) suggests that perceived risk helps explaining consumer behaviour given consumers are more motivated to avoid mistakes than to maximise utility in purchasing. In the context of retail experience, risk can be conceptualised in terms of uncertainties, such as the expected experience being less than expected or taking more time to complete, however risk has also been conceptualized in financial, performance, psychological, and/or social terms (Forsythe and Shi 2003).

Satisfaction is another important outcome variable in investigating consumer reactions to retail experience (Bitner 1992; Booms and Bitner 1982; Lucas 1998), and has been central in studies in relation to product satisfaction, service satisfaction, store satisfaction, and experience satisfaction (Abbott et al., 2000). While there are many definitions of satisfaction based on the disconfirmation paradigm (Oliver 1980), we focus on store visit satisfaction – the subjective evaluation of whether the visit to the store has met or exceeded shopper expectations. Overall satisfaction is an important variable in the satisfaction-profit chain (Anderson and Mittal 2000) and has been shown to impact firm profitability (Anderson, Fornell, and Lehman 1994). The physical environment plays a significant role in shaping store satisfaction (Iacobucci, Ostrom, and Grayson 1995), which in turn can influence shoppers' future patronage choices (Woodruff, Cadotte, and Jenkins 1983). Past research has also shown that perceived value contributes directly to consumer satisfaction (McDougall and Levesque 2000). Satisfaction is generally defined to depend on a comparative judgement against some standard and upon disconfirmation of expectations (Rust and Zahorik 1993). Thus, dissatisfaction may occur due to a poor service

experience, or due to the fact that the service environment does not facilitate the consumer's goal completion. For instance, a task-oriented consumer who unexpectedly encountered a temporary event and perceived this event as impeding her goal completion may subsequently report lower levels of store satisfaction.

MODEL AND HYPOTHESES

Based on the literature it is clear that the pleasure–arousal (Donovan and Rossiter 1982) and perceived value (Sweeny and Soutar 2001) frameworks are important for understanding consumer responses to the retail environment. We combine and overlay the two frameworks in order to understand the effects of experiential events on visit satisfaction. Our framework is presented in Figure 1.

[INSERT FIGURE 1]

We are interested in how the use of education and entertainment-focused events separately and combined can influence consumers' value perceptions and satisfaction, as compared to a baseline (control) condition in which neither event is present. We propose that the presence of an education or entertainment-focused event within the store impacts satisfaction to varying degrees, dependent upon the consumer's motivation (Kaltcheva and Weitz 2006). We predict this effect based on the different objectives consumers have in terms of their desires to either solve problems or seek fun, arousal, sensory stimulation, and enjoyment (Hirschman and Holbrook 1982). We first build on the PAD model to include arousal in our conceptual model, which results in the following hypotheses:

- H1a. Regardless of their shopping motivation, consumers will perceive greater levels of arousal when a store offers an entertainment-focused event than when it offers an education-focused event or when there is no event.
- H1b. If a consumer has a recreation-orientation, greater levels of arousal will result in greater levels of store satisfaction. No such effect will occur if the consumer is task-oriented.
- H1c. Arousal mediates the relationship that exists for recreation-orientated shoppers between entertainment-focused event presence and visit satisfaction while there is no such mediation for task-oriented shoppers.

Pleasure is the second component in the PAD model. For conventional retail settings as central in this study we expect that consumers will generally perceive encountering an event as pleasurable, because the event, assuming it is properly implemented, will add novelty to the store environment and hence make it more interesting (Niehm, Fiore, Jeong, and Kim 2006). Consumers enjoy some level of novelty and variety (Hoyer and Ridgway 1984). We therefore predict the following:

- H2a. Consumers will perceive greater levels of pleasure when an in-store event is present than when there is no event in the store. This will be the case for both education and entertainment-focused events.
- H2b. Greater perceived pleasure will result in greater levels of visit satisfaction.
- H2c. Perceived pleasure mediates the relationship between the presence of an in-store event and visit satisfaction.

Since the pleasure component in the PAD framework is conceptually very similar to the enjoyment component from the Sweeney and Soutar (2001) value framework, we regard the constructs as equivalent for the purposes of the present study and only specify hypotheses for pleasure, even though prior studies have shown only a moderately high correlation between the two constructs (Ridgway, Dawson, and Bloch 1990). We will nevertheless measure both pleasantness and enjoyment and assess the robustness of our findings to using either of the constructs.

The remaining two value components in our conceptualisation concern perceived convenience and perceived risk. Regarding the effects of convenience, we predict that an education-focused event will positively contribute to value in terms of perceived convenience. This is because education may help complete the purchase task. The latter will be especially the case if the consumer has a task-oriented motivation. In contrast, for such a consumer an entertainment-focused event will have a negative effect on perceived convenience because it can represent a hindrance to completion of the purchase task at hand. However when the shopper has a recreation-orientation convenience will be less important for the shopping goals, hence there will be less of a negative effect on convenience when the shopper has a recreation-orientation. Consequently, we predict the following:

H3a. Task-oriented shoppers, compared to recreation-oriented shoppers, will perceive greater convenience value in an education-focused event.

H3b. Task-oriented shoppers, compared to recreation-oriented shoppers, will perceive less convenience value in an entertainment-focused event.

H3c. Convenience perceptions mediate the effects of event presence on visit satisfaction when consumers have a task-orientation, but not when they have a recreation-orientation.

Regarding risk, we first predict that an education-focused event will reduce the level of perceived risk for both task and recreation-oriented consumers. This is because the event will provide consumers product information that can help them reduce their uncertainty about the products and hence help them complete their shopping task (Conchar, Zinkhan, Peters, and Olavarrieta 2004). However, the risk reduction achieved from receiving educational information will be more important for task-oriented consumers than for recreation-oriented consumers. Task-oriented shoppers are about to make a purchase and will perceive benefits in receiving additional product information as provided in an education-focused event. In contrast, recreation-oriented shoppers will not be so concerned with product information and not perceive a reduction in risk when encountering an education-focused event. Therefore, we predict the following:

H4a. The presence of an education-focused event will reduce the level of perceived risk associated with the store visit, regardless of the consumer's shopping motivation.

H4b. For task-oriented shoppers the presence of an entertainment-focused event will increase the level of perceived risk associated with the store visit. This will not be so for recreation-oriented shoppers.

H4c. For task-oriented shoppers perceived risk mediates the effects of event presence on satisfaction. This is not so for recreation-oriented shoppers.

METHOD

Stimuli Pre-testing

To investigate our hypotheses, we conducted a scenario experiment that presents respondents with a shopping task, to induce a particular goal orientation, and then presents them with scenarios representing descriptions of in-store encounters with education or entertainment-focused events. The experiment is run for two product categories (DIY hardware and computers). The scenarios were evaluated and pre-tested in a series of focus groups and an online survey.

The first phase of pre-testing involved a series of focus groups assessing consumers' initial responses to the application of education and entertainment events in retail settings as selected for this research. Four groups were conducted, involving 32 individuals (evenly split between males and females; ages between 20 and 54). Respondents had to have shopped in either category within the past two weeks, and were provided with the verbal stimuli as well as a series of visual stimuli representing each of the education and entertainment conditions. Visual stimuli were employed from existing retail settings that are typical for either education or entertainment-focused environments. For instance, the education based visual stimuli were three different pictures of consumers being educated/ assisted at the Apple Genius Bar, while the entertainment based visual stimuli were three different pictures of consumers being entertained at the New York Toys "R" Us store. While these examples were from stores at the more 'extraordinary' and 'spectacular' end of the retail experience spectrum, respondents were asked to consider how these types of events might be applied in a temporary manner to more 'ordinary' retail experiences as offered in either a DIY hardware or computer store. Consumers could well

imagine that such entertainment or education events could be implemented at their local DIY hardware or computer store. In essence, respondents had no problems transferring the more spectacular in-store experience provided by our visual stimuli, from Apple and Toys “R” Us, to imagine the themes of education and entertainment that may be employed in a typical store. The following quotes from respondents summarise these views:

“... [Having] something in store dedicated to educating you, explaining how to use different colours, do feature walls, and get the look that you are trying to achieve would be amazing, it would be such a help.” (Female, 32)

“It would be fantastic if the education event would include one-on-one consultation, so that you can ask questions and learn before you commit to buying...” (Male, 40)

“I enjoy shopping, and I can’t see any reason why retailers shouldn’t be trying to provide some level of entertainment to shoppers when they are at the store. I think it would be a good thing, I could imagine this being implemented in a variety of stores...” (Female, 28)

The second phase of pre-testing comprised an online survey (n=54), from the same panel as would be used later for the main study, to assess if the manipulation of entertainment and education was successful. Respondents received multiple stimuli, including the images used in the focus groups (three representing education events and three representing entertainment events plus an additional two control images), and also verbal descriptions for each event. The eight different event stimuli were presented in a randomised order. This resulted in 432 ratings (of which 412 ratings were usable). Perceptions of education and entertainment were measured using an adapted scale (Mathwick, Malhotra and Rigdon 2001), with one item amended to better

reflect the entertainment dimension (amended from “...picks me up” to “...allows me to have fun”, see Appendix B for final list of items). Results indicated that the images were interpreted as intended, with the educational stimuli scoring highest on the educational items (means ranging between 4.8 and 6.0, versus 3.0 to 3.8 for the entertainment stimuli; $F(7, 404) = 33.21, p < .01$) and vice versa the entertainment stimuli scoring highest for the entertainment items (means ranging between 5.3 and 5.8, versus 3.2 to 4.3 for the education stimuli; $F(7, 404) = 37.47, p < .01$). Post hoc tests confirmed these differences between the education and entertainment stimuli to be significant. The visual stimuli that rated highest on the respective manipulation items were selected to be included in the final instrument (one for education and one for entertainment – as well as one portraying a conventional DIY hardware retailer and another for a computer store to constitute the control conditions), along with the verbal descriptions.

In addition to testing whether events were perceived as intended we wanted to examine participants’ thought processes in the different event conditions and conduct a preliminary test of our theoretical rationale. After experiencing the treatment (education or entertainment event), participants in the pre-test survey answered the free-response question, “what did (didn’t) you like about this event?” Two assistants independently coded participants’ responses and then met to agree on a final set of categories to be used for the final classification. The coder agreement rate was 87%. Disagreements were resolved through discussion. The reasons indicated as the most important ones for liking or not liking the event were selected, one of each per participant. Table 1 shows the reasons listed in each condition and the frequency with which each reason occurs in the condition.

[INSERT TABLE 1]

Participants in the education condition liked the ability to obtain advice and inspiration, whereas those in the entertainment condition liked the fact they were being entertained and exposed to something different. These responses provide further support for the manipulation of event-type by showing that respondents were able to distinguish between the events. Negative aspects mentioned for both event-types were largely similar, and mostly concerned issues of crowding, sales pressure, and a lack of time (time consuming).

Selection of Product Categories

To increase the generalizability of our findings and to not confound them with the intricacies of one particular category we conducted our study in two categories: DIY hardware and personal computer retail. These categories can be considered for both task and recreational purposes, are categories in which retailers could hold special events, and may concern high involvement purchases decisions. There has been a boom in home DIY activities (Watson and Shove 2005), and in response, many DIY hardware retailers have been implementing in-store DIY education seminars. The DIY hardware category can also be considered a high involvement category (Van Kenhove, De Wulf, and Van Waterschoot 1999). Regarding the computer category, many computer retailers hold temporary events with a focus on education or entertainment. Apple in particular has demonstrated that the personal computer category can successfully implement temporary educational events within the retail setting (Graham 2007). A wide range of computer retail stores have similarly attempted to get their software out of the box and showcase it in a lifestyle environment around working, living, learning, and playing (Baron, Harris, and Harris 2001). Purchases in a computer retail store are likely to be high involvement

decisions. Further, both categories may involve multiple visits in a given consumer journey, from recreation (browse) to task (purchase) activities.

Experimental Design

We manipulated the in-store event, consumers' shopping motivation and the retail store category via verbal descriptions and visual images, which has proven a successful combination in previous research (Gardner and Siomkos 1986; Kaltcheva and Weitz 2006; Koelemeijer and Oppewal 1999). The scenarios comprised a 2 x 2 x 2 x 2 full factorial between-participants design with four factors: shopping motivation (2: task/recreational), education based event presence (2: present/absent), entertainment based event presence (2: present/absent), and retail category (2: DIY hardware /computers). Respondents were randomly allocated across the 16 different shopping scenarios.

Participants were asked to imagine they were visiting a typical retail store in the category. Shopping motivation was manipulated along the lines of Kaltcheva and Weitz's (2006) manipulation, with respondents asked to imagine they wanted 'to learn' (task motivation) about the application of paint (DIY hardware condition) or the use of a particular software package (computer condition), or 'to pass time' (recreation motivation) while waiting to meet a friend (see Appendix A for details). Manipulation checks were adapted from Kaltcheva and Weitz (2006) and consisted of four items (see Appendix B for details). In addition, respondents were asked to write a short description of when they had been in a similar situation. This served to increase the salience of the motivational orientation manipulation (Kaltcheva and Weitz 2006).

The scenario conditions varied the presence/ absence of temporary events (education and/or entertainment) with verbal descriptions and visual stimuli (detailed in Table 2). The shopping scenarios explained to participants that when they arrived at the store there was an unexpected temporary event present. The condition where no event is present acted as a control condition, and respondents were told to imagine a typical store setting and did not receive any event related information. Finally, for the event where both an education and an entertainment-focused event were present, respondents were advised that these events were held in separate areas in the store, indicating the events were distinct and not overlapping.

[INSERT TABLE 2]

Measures

After reading the scenario, respondents first indicated their perceptions of the convenience, risk and enjoyment of purchasing at the store described in the scenario. They then indicated how aroused and pleasurable they would feel in the described store environment. Next they proceeded to indicating how satisfied they would be with a shopping experience as described in the scenario. Additional measures involved manipulation checks and demographics as described further below.

All constructs and their associated items from the theoretical model are detailed in the Appendix B. The three dimensions of perceived shopping value (convenience, risk, and enjoyment) were each measured using seven-point Likert scales adapted from existing measures. Convenience was measured on a four-item scale adapted from Seiders et al. (2005), risk was measured on a four-item scale adapted from Jacoby and Kaplan (1972) and Sweeney, Soutar, and

Johnson (1999), and enjoyment was measured on a four-item scale adapted from Childers et al. (2001). To measure arousal and pleasure we used Mehrabian and Russell's (1974) nine-point semantic differential self-report scales: six items to measure arousal and four to measure pleasure. Pleasantness correlated highly with perceived enjoyment ($r = .67, p < .001$), supporting the decision to equate enjoyment with pleasantness in our model; we only include pleasure in our model but it should be noted that all main findings remain the same when pleasantness is substituted with enjoyment in the analyses.

We measured overall satisfaction with the visit to the presented store (store satisfaction) using a four-item, seven-point Likert scale, adapted from Eroglu and Machleit (1990) and Machleit, Kellaris, Eroglu (1994). All scales were sufficiently reliable (Cronbach's alpha value ranging between .77 and .97). We conducted Harman's one factor test for common method bias but found that a single factor across the combined constructs accounted for only 38% of the variance across items and hence common method bias is unlikely to be of major influence.

Manipulation checks were included to assess if scenarios had created the intended differences in shopping motivation and event perceptions. The motivation measures consisted of four Likert items adapted from Kaltcheva and Weitz (2006), two items measured task motivation and two measured recreation motivation. The manipulation of event type was assessed with six Likert items adapted from Mathwick, Malhotra, and Rigdon (2001), with wordings amended to fit the current context and additional items to measure education event perceptions. All reliabilities were again satisfactory (See Appendix B).

Sample

Participants were recruited via an online consumer panel and comprised a sample of shoppers across major metropolitan areas in Australia who had visited either of the two retail categories within the preceding six months (36% of respondents had actually visited a store within the preceding eight weeks). Respondents were randomly allocated to different scenario conditions. A total of 786 respondents completed the experimental tasks, with slightly more females (53.4%) completing the survey. Over a third (40%) had attained at least some college education; 35.2% reported a household income exceeding \$60,000. Over half (52%) of the subjects were between 35 and 64 years of age. The sample demographic characteristics are fairly representative of the national (Australian) population, and the sample composition did not significantly vary across the two retail categories.

RESULTS

Manipulation Checks

To assess if the scenarios differed as intended regarding induced shopping motivations we compared their mean scores on the motivation manipulation check measures. Perceived task motivation was significantly higher in the task condition ($M = 6.24$, $S.D. = 1.21$) than in the recreation-condition ($M = 3.84$, $S.D. = 1.73$, $F(1, 784) = 22.45$, $p < .01$). In contrast, perceived recreation motivation was significantly higher for respondents in the recreation-condition ($M = 4.80$, $S.D. = 1.46$) than in the task condition ($M = 2.62$, $S.D. = 1.52$; $F(1, 784) = 20.51$, $p < .01$). These results confirm the manipulation of shopping motivation had been successful.

To test the manipulation of event type we compared the store perceptions for education and entertainment. ANOVA results reveal a significant main effect for the presence of an

education event on perceptions of education ($F(1, 782) = 255.23, p < .001$) confirming the manipulation. Similarly there is an effect of the presence of an entertainment event on perceptions of entertainment ($F(1, 782) = 116.26, p < .05$), confirming our manipulation.

Prior to conducting the hypothesis tests as below we also assessed if effects on the final dependent variable of interest, store satisfaction, differ between the two retail categories employed in our study. An ANOVA of satisfaction with all two and three-way interactions of the experimental factors included resulted in none of the interactions with retail category being significant. We therefore ignore retail category as a factor in the further analyses.

Hypothesis Tests

We hypothesized effects of the presence (versus absence) of different event-types on satisfaction, arousal and on three sub-dimensions of value. We also hypothesized that arousal and value mediate the effects of event presence on satisfaction with the shopping experience. To test our hypotheses, we conduct mediation analyses as proposed by Zhao, Lynch, and Chen (2010), who recommend that to establish mediation, the Baron and Kenny (1986) “three tests + Sobel” steps be replaced with one test, a bootstrap test of the hypothesized mediating relationship. Specifying a as the effect (or weight) of the predictor on the mediator and b as the effect of the mediator on the dependent variable, $a \times b$ is the relevant indirect effect. To establish mediation, Zhao, Lynch, and Chen (2010) argue that all that matters is that the indirect effect $a \times b$ is significant, which can be tested with Preacher and Hayes' (2008) bootstrap procedure. Preacher and Hayes' non-parametric bootstrapping procedure is designed to estimate the sampling distribution of the indirect effect. Multiple mediation can be tested by conducting this test for each indirect effect $a \times b$ separately while including the remaining predictors as

covariates. We conducted the multiple mediation analyses for each of the independent variables, separately within each of the two shopping motivation conditions. The analysis hence in fact comprises a moderated mediation test, where the mediation tests are conducted within each condition of the moderator variable. Results are presented in Table 3.

[INSERT TABLE 3]

We focus our discussion on the a weights, which comprise the effects of the predictors on the mediators, and on indirect effects $a \times b$, comprising the mediating relationships within each of the motivation (moderator) conditions. We also discuss the direct effects on store satisfaction (c weights), which indicate where full mediation was not established and the effects of the mediators on store satisfaction (b weights).

We firstly predicted that an entertainment-focused event would create greater arousal than an education based event or a no events condition, regardless of the consumer's shopping motivation (H1a). This hypothesis is largely supported. As predicted, within the task-goal condition the entertainment event significantly impacts upon arousal while the education event has no effect. Within the recreation-orientation condition both education and entertainment have a positive effect on arousal but the effect of entertainment is substantially larger than that of education, which is consistent with our hypothesis. Within both goal conditions there is also a significant negative interaction between the two events. The predicted cell means are plotted in Figures 2a and 2b. As the figures show, within the task-orientation condition (Figure 2a), arousal is high when there is an entertainment-focused event, while it is relatively low when there is only an education event or no event. Arousal is particularly high when there is *only* an entertainment-focused event. Within the recreation-orientation condition (Figure 2b) arousal is high when

entertainment is present, regardless of whether education is also present. Arousal is of moderate strength if only education is present, and lowest if there is no event. So, while entertainment, as predicted, generally has the strongest effects on arousal, task-oriented consumers seem especially responsive, in terms of arousal, when entertainment is the only event present. The education event also contributes to arousal but to a lesser extent than entertainment. These findings largely support H1a but they show a more refined picture of how event-types and goal orientations influence arousal than hypothesized.

[INSERT FIGURE 2a AND 2b]

We further expected that the arousal generated by the entertainment event positively influences satisfaction of recreation-oriented consumers but not of task-oriented consumers (H1b). The findings partly support this hypothesis. They show a significant effect of arousal on satisfaction within the recreation orientation condition but also show a significant effect of arousal on satisfaction within the task orientation condition. The latter effect is however smaller than in the recreation orientation condition, which is in line with our expectations and so partly supports H1b. We finally expected arousal to mediate the effects of the events on satisfaction within the recreation-orientation setting (H1c). As shown in Table 3, within the recreation-oriented conditions the indirect effects $a \times b$ are significant for both events (negatively moderated by a small interaction effect) while in the task-oriented condition only entertainment has an effect (again moderated by a small interaction of education and entertainment), indicating that arousal due to entertainment has a positive mediating effect on satisfaction. These effects are graphically displayed in Figures 3a and 3b, which show the sizes of the indirect ($a \times b$) effects for each of the conditions for each of the mediators, as well as the remaining direct effect, which

together comprise the total effects. In conclusion, H1c is supported for the recreation orientation condition, but arousal is found to also have a mediating role for education in the task orientation condition.

[INSERT FIGURE 3a AND 3b]

Our second hypothesis concerned pleasure. We expected that the presence of an event adds to the pleasure derived from the service setting (H2a), which in turn will have a positive effect on satisfaction (H2b) and hence acts as a mediator (H2c). Table 3 indicates that entertainment and education-focused events have significant positive effects on pleasure within the recreation orientation condition, which is expected, but entertainment has no significant effect on pleasure in the task orientation condition, so there is only partial support for H2a. Pleasure further significantly affects satisfaction in all conditions (H2b supported). The indirect effect $a \times b$ is significant for both event types in the recreation orientation condition but only for education in the task orientation condition, providing partial support for H2c.

Our third hypothesis was that convenience perceptions will be more enhanced by an education-focused event if consumers are task-oriented than if they are recreation-oriented (H3a) and that task-oriented shoppers will perceive less convenience value in an entertainment event than recreation-oriented shoppers do (H3b), implying that convenience is a mediator for task-oriented shoppers but not for recreation-oriented shoppers (H3c). The results in Table 3 show that, indeed, task-oriented shoppers perceive education events as convenience enhancing and they see entertainment-focused events as reducing convenience (H3a and H3b supported). The corresponding indirect effects are also significant. Within the recreation-orientation condition

there is only one effect, which is a positive effect of the education event on convenience; but it is still smaller than within the task-orientation condition. This means H3c is also supported.

Finally, we expected that, regardless of motivational orientation, the presence of an education-focused event would result in a reduction in perceived risk (H4a). This hypothesis is only partly supported as an effect is observed for recreation-oriented shoppers but not for task-oriented shoppers. We furthermore expected an increase in perceived risk when task-oriented shoppers encounter an entertainment-focused event (H4b). The findings however show that there are no effects on perceived risk when shoppers are task-oriented. There is only an unexpected negative effect of the education event on risk perception when the shopper is recreationally motivated. Although risk perceptions significantly influence satisfaction, risk has no significant $a \times b$ effects, so risk is not mediating the effects of event presence on satisfaction (H4c not supported).

Regarding the direct effects (c' weights), for entertainment there is no remaining direct effect on store satisfaction, however education displays a significant positive direct effect on store satisfaction in both motivation conditions. This suggests that for an education-focused event other factors, not captured by the mediators, positively contribute to satisfaction (Zhao, Lynch, and Chen 2010).

In summary, as summarized in Figure 3a, for task-oriented shoppers the effects of the presence of an event are mediated by pleasure and to a lesser extent by convenience and arousal. For these shoppers, the mediating effect of convenience is positive for education-focused events but negative for entertainment-focused events while there is also a positive effect of arousal but only if the event comprises entertainment only, and not education. For recreation-oriented

shoppers (Figure 3b) mediation occurs firstly through pleasure but to some extent also through arousal, for both the education and the entertainment event. Convenience and perceived risk have small additional mediating effects for recreation-oriented consumers encountering an education-focused event. These results show that pleasure is important regardless of shopping motivation, that convenience is important mostly for task-oriented consumers and that arousal is important mostly for recreation-oriented consumers.

DISCUSSION

This study examined how the staging of education and entertainment-focused in-store events impacts on consumers' value perceptions, arousal levels and store satisfaction. The study makes several contributions to the literature. First and foremost, we apply and combine the theories of pleasure–arousal and perceived value to determine how consumers perceive such activities and derive value and store satisfaction from them. Much of the service experience literature has focused on the effects of spectacular environments and therefore is less relevant for conventional service providers, or retail categories, that rely on satisfying basic consumer needs. We show these providers can enhance the consumer experience through the offering of particular temporary in-store events, even if these events are fairly mundane and limited in scope. This is important because it makes them more affordable and potentially also better aligned with the brand positioning of conventional providers than when truly spectacular events were offered as advocated in the experiential retailing literature (Kozinets et al. 2002).

Second, we find evidence that the staging of education or entertainment has an important impact on consumers' store satisfaction. We quantify and experimentally test how this effect is mediated by arousal and perceived value dimensions. Our findings suggest that the use of

education-focused events is a safer strategy for satisfying shopper's needs than the use of entertainment-focused events. This is because a single education-focused event fulfils a wider range of shopper needs (or motivational orientations) than does an entertainment-focused event.

Third, we show that shopping motivations play an important role, to the effect that satisfaction enhancement depends on the event type and the consumer's motivation. Arousal has a mediating effect only if the consumer is recreation-oriented; for task-oriented consumers, event induced arousal does not enhance store satisfaction. With regards to perceived value, for pleasure we find education and entertainment events have positive effects on satisfaction regardless of motivation. For convenience we find the offering of education-focused events enhances perceptions of convenience but for task-oriented consumers, offering entertainment reduces convenience perceptions. For perceived risk we find no effects when shoppers are task-oriented, but an unexpected risk reduction effect of education occurred for shoppers who are recreationally motivated. The latter may be because recreation oriented shoppers, although not planning to purchase, see benefit in receiving product information for potential future purchases.

Fourth, our mediation analysis found that event effects on store satisfaction are differently mediated by the components of shopping value and by arousal. We find that pleasure (here deemed equivalent to enjoyment) is the most important factor, being important regardless of shopping motivation. The effects of the other mediators vary with the shopper's motivation and event type as discussed earlier. Our results further suggest that some remaining factors, not captured in the mediation analysis, positively contribute to the effect of education on store satisfaction. One possibility is that perceived financial benefits associated with the event, which

is likely to have been perceived as a ‘free’ event, resulted in the additional enhancement of store satisfaction ratings.

Finally, in addition to assessing the individual effects for education or entertainment, we were able to evaluate the combined effect of education and entertainment. This is important given retail environments are extremely complex and multiple types of events may be practically employed in overlapping fashion in the same environment (Kozinets et al. 2002). When education and entertainment are offered in parallel, we find a slightly more complex picture. Within the recreation-oriented condition, arousal was largest when both events were present; however, within the task-oriented condition when both events were present the effects on arousal were smaller than when there was a single entertainment-focused event. So the entertainment event created arousal as predicted. The presence of the education event further enhanced arousal when consumers were recreation-oriented but reduced arousal when they were task-oriented. This may be due to task-oriented respondents focusing on the education event, while somewhat ignoring the entertainment event. Furthermore, for pleasure, we find that the presence of a second event adds relatively little to the pleasure of recreation-oriented consumers. We also find that pleasure is larger if the event is education-focused than when it is entertainment-focused; surprisingly this is especially the case for recreation-oriented consumers, suggesting that these consumers although assumed to seek entertainment can be well engaged with an education-focused activity. These findings further support our assertion that education may consistently be a safer bet for retailers if they are implementing temporary in-store events.

Managerial Implications

Our results show that both education and entertainment-focused events can be used within the retail setting to improve store visit satisfaction. Given the complexities associated with varying shopper motivations, we advise a uniform approach to implementing education-focused events. We suggest that managers are selective with the use of entertainment. Along with being perceived as enjoyable, entertainment-focused events can also be seen as reducing convenience when consumers are task-oriented. Furthermore, and in line with Kaltcheva and Weitz's (2006), our results suggest that if the use of entertainment within a service setting is planned, managers should aim to first infer the shopping motivation of consumers. Kaltcheva and Weitz's (2006) suggest this is possible given the motivation of consumers varies by day of the week and time of day (e.g., a Monday morning versus a Saturday afternoon), the time of the year (a non-holiday versus a holiday season), and the location of the provider (e.g., a business district versus a theme park). If a dominant shopping motivation of consumers can be determined, our recommendation is to implement an education event for those with a task-motivation, or to implement an education *or* entertainment event for those with a recreation-orientation.

In many cases however, the service setting will include both recreation and task-oriented shoppers. In such a situation it may be possible to develop zoning within the store in order to 'funnel' consumers into the most appropriate event for their goal orientation, for example recreation-oriented shoppers can be led to encounter an entertaining event while it is ensured that task-oriented shoppers can easily avoid the activity on offer. In large retail formats consumers' dominant motivational orientations may vary across different areas – for example, a shopper may have a task-orientation for homewares, but be in a recreational mood for clothing shopping. The types of events on offer can then be adjusted to fit the most dominant orientation expected for each department. Finally, analysis of our open-response data provides managers with some

insight as to the reasons a shopper may not wish to engage in a given event, providing some guidance into what should be avoided in the development of an in-store event. Negative aspects mostly concerned issues of crowding, sales pressure, and fears that such events may be time consuming for shoppers. Any implementation of education or entertainment-focused events should take into account these concerns and, where possible, alleviate shoppers concerns regarding these issues.

Limitations and Research Directions

The wider applicability of our findings is limited by several factors. Firstly, in our study we have focused on store satisfaction as our final dependent variable. While this is an important variable with strong links to profitability (Anderson, Fornell, and Lehman 1994), further research should be conducted to link it to other behaviours such as purchase intention and, obviously, also actual purchase behavior. Second, the generalizability of the findings is limited by the hypothetical nature of the study; however, much of the research into atmospherics shares this limitation (Eroglu and Machleit 1990; Gardner and Siomkos 1986). We attempted to minimize this limitation by including visual elements and references to real life examples in our stimuli descriptions. We also only included respondents who had recently made a real purchase in at least one of the studied categories. We furthermore tested the event effects across two different product categories and found the effects to be the same across them. However, future research should focus on also conducting field studies in real service settings, preferably still using experimental manipulations of events, to further investigate the differential effects of event-types.

The results of our analyses provide insight into two different types of event, education and entertainment. However, there is a wide range of possible event-themes that could be implemented within retail settings. Pine and Gilmore (1999) distinguish between absorption and immersion in conceptualizing escapist and aesthetic events. Escapism is commonly employed in retail, for instance; REI Seattle's Flagship store is spectacular, offering consumers escapist opportunities to engage with all types of products and trial them in store. Similar escapist events, encouraging consumers to engage in co-creation or customisation, may be applied in less spectacular or more mundane service settings, for example in clothing stores. Insight into how such different events impact consumer evaluations and behavior would provide valuable additional insight for managers in retail or related services.

Our study also adopted the distinction between a task and recreation motivational orientations, in particular as used by Kaltcheva and Weitz (2006). While well established this distinction is rather broad and more refined approaches could be applied to determine how consumers engage with and respond to in-store events for different needs and product categories. For example, Wagner and Rudolph (2010) provide a hierarchical theory of shopping motivation. The applicability of such frameworks may fruitfully be explored in future research on experiential retailing. Relatedly, the roles of immersion and co-creation are increasingly considered relevant in experiential retail research (e.g., Hansen and Mossberg 2012; Pine and Gilmore 2012) and their effects should be further explored.

Further research should also consider the effect of events on financial shopping value perceptions. For task-oriented consumers our study found a positive direct effect of event presence on store satisfaction, after accounting for the mediating effects of arousal and shopping

value. This suggests there may be other mediators to be explored (Zhao, Lynch, and Chen 2010). One of these is the possible role of perceived financial value. The presence of a 'free' event may generate additional value perceptions. However, in our open question answers we also observed that consumers may be concerned that the 'free' event on offer will cost them in other ways, through price increases or cost cutting measures. If such perceptions play a role there should have been a negative direct effect after controlling for the mediator effects. Clearly this issue deserves more attention and studying perceived financial value may be useful. Related to this, in our study respondents were not told why an event was being organised. Studying the causal attributions regarding the service provider's motives for offering the event seems another promising area for future research and for better understanding under what conditions service providers can enhance the consumer experience. Finally, further research is recommended to better understand how different segments of consumers respond to in-store educational and entertaining events depending on their shopping motivation.

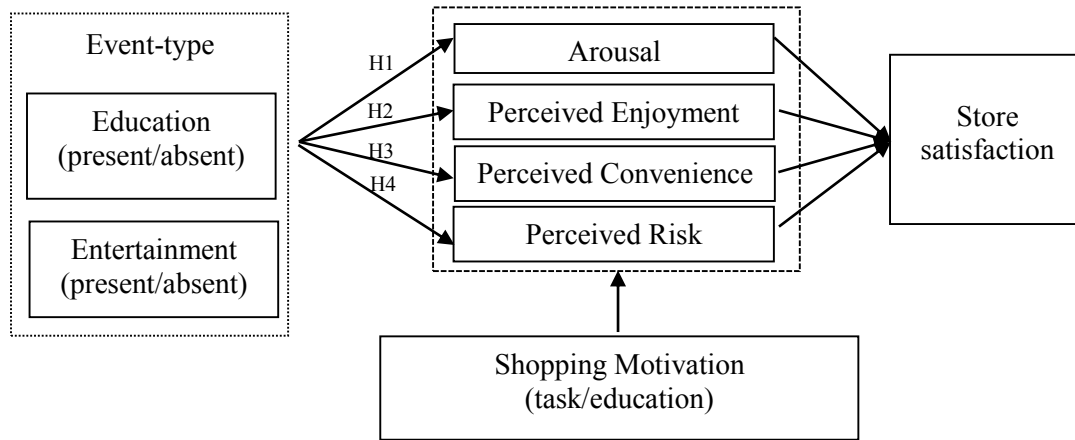


Figure 1. Theoretical framework

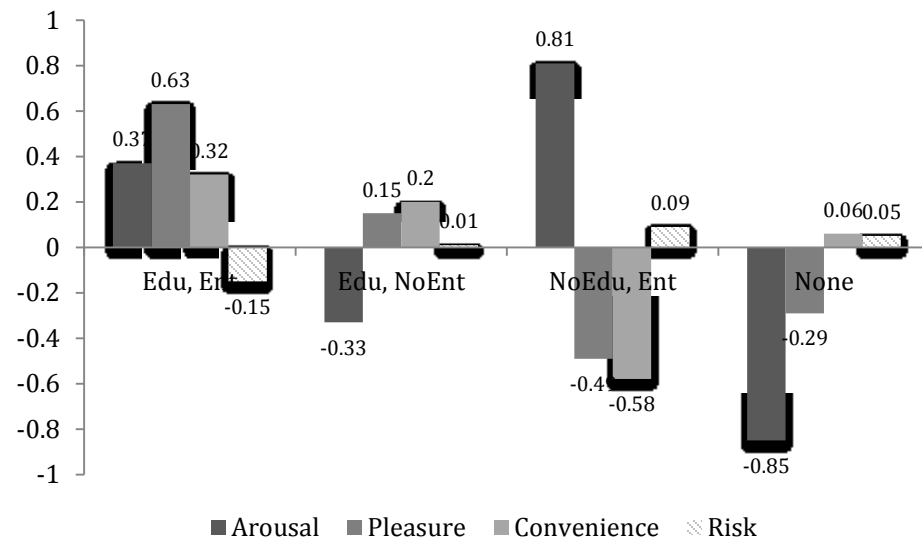


Figure 2a. Effects of education and entertainment-focused event presence on arousal and shopping value components, for task oriented consumers

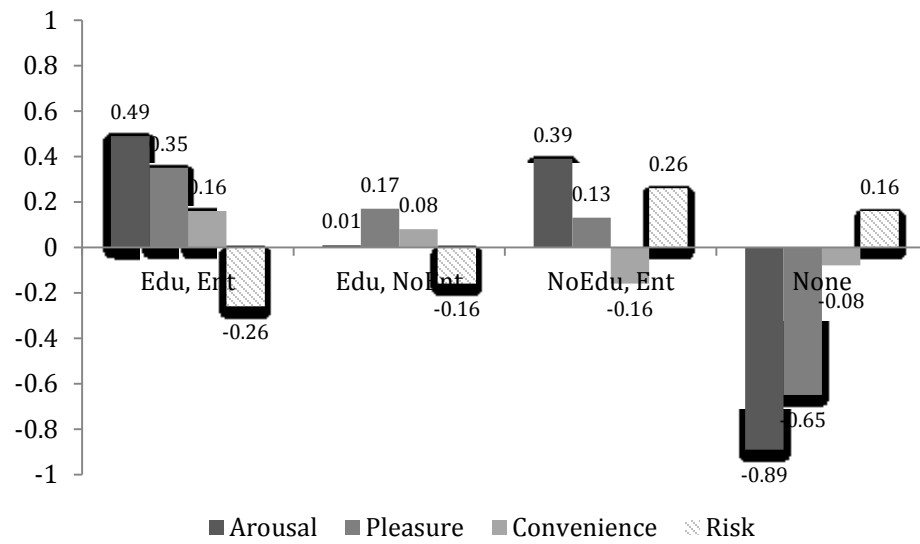


Figure 2b. Effects of education and entertainment event presence on arousal and shopping value components, for recreation oriented consumers

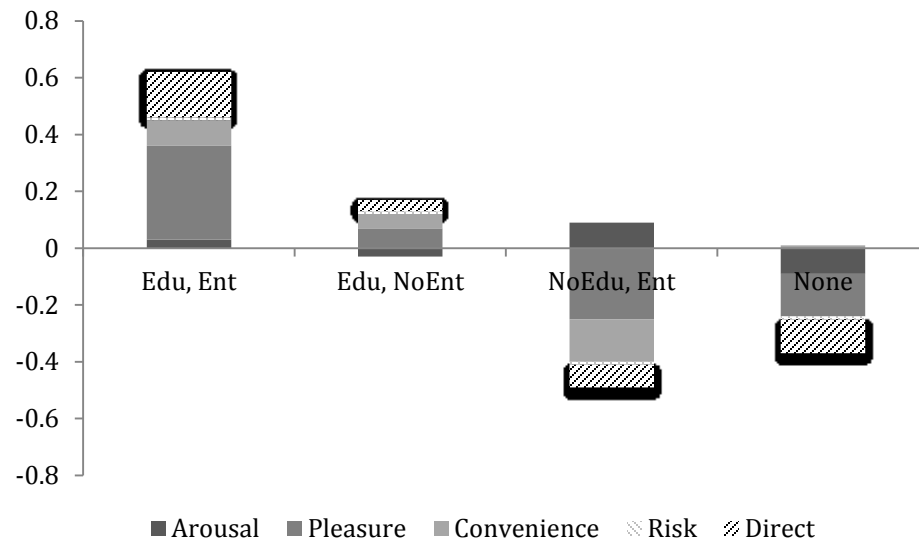


Figure 3a. Effects of education and entertainment event presence on satisfaction, as mediated by arousal and shopping value components, for task oriented consumers

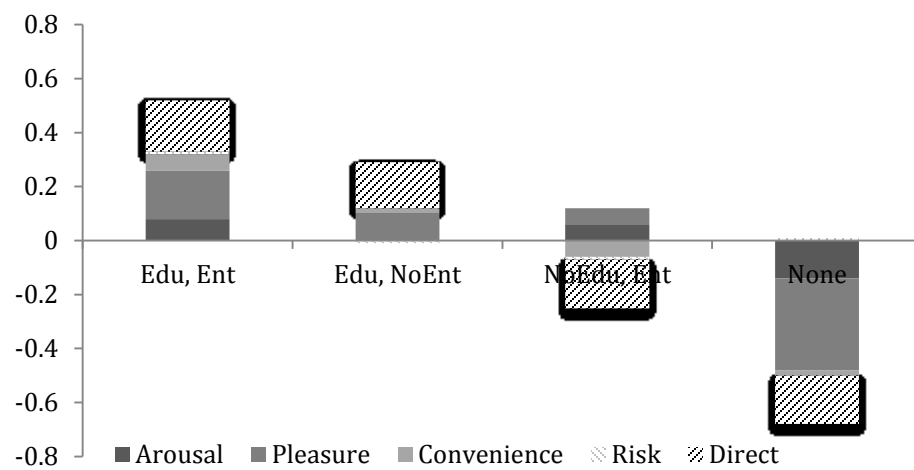


Figure 3b. Effects of education and entertainment event presence on satisfaction, as mediated by arousal and shopping value components, for recreation oriented consumer

Table 1. Coded responses of pretest (N=54)

Event-type evaluations	N	%
<i>Positive responses – what you like about this event</i>		
Education event		
1. Specialist advice	36	66.7
2. Inspiration	9	16.7
3. Learning	7	12.9
4. Other	2	3.7
Entertainment event		
1. Entertaining	20	37.0
2. Engaging, something different	3	5.6
3. Other	31	57.4
<i>Negative responses – what you do not like about this event</i>		
Education event		
1. Crowds	18	33.3
2. Sales pressure	15	27.8
3. Time consuming	10	18.5
4. Not relevant to me	5	9.3
5. Other	6	11.1
Entertainment event		
1. Crowds	16	29.6
2. A distraction	8	14.8
3. Time consuming	8	14.8
4. Not for me	2	3.7
5. Sales pressure	2	3.7
6. Other	18	33.3

Note: Reasons listed only once are included as ‘other’

Table 2. Event description

Event	Verbal description (presented with visual stimuli)
No event	The [computer/ DIY hardware] store is a typical store with [software and hardware/ paint and DIY products] arranged on shelves within the store.
Education	<p>Within the store: When you reach the store you realize that there is a special education event in store for one day only. Within the store shoppers are being taught (in a hands-on manner). There are specific areas where you are able to engage with staff one-on-one and learn about the products.</p> <p>About this type of event: The event described in this store is based on education – for instance, similar to that offered in some Apple stores around the world where shoppers can interact with experts in order to solve all of their product-related problems and learn information.</p>
Entertainment	<p>Within the store: When you reach the store you realize that there is a special entertainment event in store for one day only. Within the store consumers are entertained with visual displays and there is an entertaining show within the store.</p> <p>About this type of event: In some stores, entertainment is a key component of the in store experience. For example, at Toys“R”Us at Times Square in New York shoppers are entertained in store with shows, entertaining displays and performances.</p>

Table 3. Summary of multiple mediation results for store satisfaction (DV), by shopping motivation condition^a

Independent variable (<i>IV</i>)	Mediating variable (<i>M</i>)	Effect of IV on M (<i>a</i>)	Effect of M on DV (<i>b</i>)	Indirect effects (<i>a x b</i>)	Direct effects (<i>c'</i>)	Total effects (<i>c</i>)
<i>Within task goal:</i>						
1 Edu	Arousal	.02	0.10*	.00	.10*	.38*
	Pleasure	.39*	0.52*	.20*		
	Convenience	.26*	0.25*	.07*		
	Risk	-.07	-0.08*	.01		
2 Ent	Arousal	.59		.06*	.04	.11
	Pleasure	.07		.04		
	Convenience	-.13*		-.03*		
	Risk	-.03		.00		
3 Edu*Ent	Arousal	-.24*		-.03*	.02	.13
	Pleasure	.17		.09		
	Convenience	.19*		.05*		
	Risk	-.05		.00		
<i>Within recreation goal:</i>						
1 Edu	Arousal	.25*	0.15*	.04*	.18*	.39*
	Pleasure	.26*	0.51*	.14*		
	Convenience	.12*	0.35*	.04*		
	Risk	-.21*	0.00	.00		
2 Ent	Arousal	.44*		.07*	.00	.19*
	Pleasure	.24*		.12*		
	Convenience	-.00		-.00		
	Risk	.00		.00		
3 Edu*Ent	Arousal	-.20*		-.03*	.01	-.10
	Pleasure	-.15		-.08		
	Convenience	.04		.02		
	Risk	-.05		.01		

^a 5000 bootstrap samples, *Significant point estimate ($p < .05$).

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Appendix A: Scenario Manipulations

Manipulation	Descriptions
DIY hardware store & task motivation	Imagine that you are about to purchase some paint to redecorate your bedroom. You realize that you need technical assistance to have your questions answered. As a result, you decide to visit a nearby DIY hardware store by yourself. You have not visited this store before. All you want to do in the store is learn about the types of paint and related products available. Please imagine that you have limited time and would only be able to visit the store for 30 minutes.
Computer store & task motivation	Imagine that you are about to purchase a new laptop and are considering what software to purchase with it. You realize that you need technical assistance to have your questions answered. As a result, you decide to visit a nearby computer store by yourself. You have not visited this store before. The store sells a variety of computer brands. All you want to do in the store is learn about the types of software available. Please imagine that you have limited time and would only be able to visit the store for 30 minutes.
DIY hardware store & recreation motivation	It's just past noon on a Saturday, and none of your friends or family are around. It's pouring rain, so you can't do anything outdoors. You find what's on TV too dull to watch. You feel very, very bored. In about one hour you will have to pick up someone (like a friend or spouse) from an address that is near a DIY hardware store you have not visited before. You have nothing else to do so you decide to visit this DIY hardware store alone, realising you can spend 30 minutes in this store.
Computer store & recreation motivation	It's just past noon on a Saturday, and none of your friends or family are around. It's pouring rain, so you can't do anything outdoors. You find what's on TV too dull to watch. You feel very, very bored. In about one hour you will have to pick up someone (like a friend or spouse) from an address that is near a shopping street with a computer store that you have not visited before. The store sells a variety of computer brands. You have nothing else to do so you decide to visit this computer store alone, realising you can spend up to 30 minutes in this store.

Appendix B: Variable items, factor loadings and descriptive statistics

Variable Items	M	SD
Arousal ^b <i>Alpha</i> = .94		
<i>The environment in the described store would feel:</i>		
Relaxed/ stimulated	.36	1.89
Excited/ calm	-.18	1.93
Frenzied/ sluggish	-.36	1.59
Dull/ jittery	.17	1.54
Wide awake/ sleepy	-1.32	1.80
Unaroused/ aroused	.66	1.88
Pleasantness ^b <i>Alpha</i> = .93		
<i>Shopping in the described store would make me feel:</i>		
Displeased/ pleased	5.98	1.87
Satisfied/ dissatisfied	4.13	1.99
Pleasant/ unpleasant	3.97	1.87
Unhappy/ happy	6.26	1.78
Enjoyment ^a <i>Alpha</i> = .90, <i>variance explained</i> = 20.5%		
Shopping at this store would be fun for its own sake.	3.67	1.58
It would make me feel good to shop at this store.	4.07	1.46
Shopping at this store would be enjoyable.	4.26	1.49
This store would be an interesting place to visit.	4.73	1.53
Convenience ^a <i>Alpha</i> = .78, <i>variance explained</i> = 38.9%		
I can easily determine prior to shopping whether this store will offer what I need	4.74	1.55
I am able to shop quickly at this store.	4.47	1.55
I assume it will be easy to find at this store.	4.60	1.38
I can easily get advice at this store.	4.97	1.47
Risk ^a <i>Alpha</i> = .89, <i>variance explained</i> = 13.5%		
I would not feel safe in my transactions with this store	2.60	1.51
There is a considerable chance that my experience would be less than expected, when shopping at this store.	3.16	1.47
Shopping at this store would lead to uncertainties	2.72	1.38
Things could easily go wrong when shopping at this store	2.73	1.39
Store visit satisfaction ^a <i>Alpha</i> = .97		
I would truly enjoy coming to the store	4.60	1.58
I would be satisfied with the store	4.77	1.48
The choice to visit the store would be a good one	4.76	1.51
I would recommend the store to other people	4.66	1.47
Shopping orientation manipulation ^a		
<i>On this shopping occasion, I would primarily want:</i>		
<i>Recreation-oriented items, Alpha</i> = .77		
To have fun	3.64	1.98
To relieve boredom	3.79	2.28
<i>Task-oriented items, Alpha</i> = .92		
To get things done	5.05	1.99
To be task focused	5.01	1.99
Event-type manipulation ^a		
<i>Entertainment items, Alpha</i> = .94		
Is entertaining	4.37	1.67
Does not just sell products, but entertains	4.41	1.76

Allows me to have fun	4.45	1.78
<i>Education items, Alpha = .87</i>		
Offers opportunities for education	4.71	1.69
Educates consumers	4.73	1.70
Allows me to learn a lot	4.65	1.69

^a Measured on a 7-point Likert scale, ^b Measured on a 9-point semantic scale anchored at -4 and 4